

Running Head: EXPLORING ASHESI -BEREKUSO BUSINESS PARTNERSHIPS

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ASHESI UNIVERSITY COLLEGE

EXPLORING BUSINESS PARTNERSHIPS BETWEEN COMMUNITIES AND
UNIVERSITIES: AN EXPLORATORY STUDY ON ASHESI AND THE BEREKUSO
COMMUNITY

By

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Dissertation submitted to the Department of Business Administration, Ashesi University
College.

In partial fulfillment of the requirements for the award of a Bachelor of Science degree in
Business Administration

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DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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.....

I hereby declare that the presentation and preparation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by Ashesi University College.

Supervisor’s Signature:

Supervisor’s Name: Mr. Edgar F. A. Cooke

Date:

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ABSTRACT

University-Community relationships is one an avenue of development that is yet to be explored in Ghana although there exist some form of unofficial partnerships. Intentional efforts are required to explore meaningful university-community partnerships. The establishment of institutions of higher learning at particular location affects the physical, social and economic landscape of this sites. In 2011, Ashesi University College opened its doors to students and the general public at its Berekuso campus.

This exploratory study involving respondents from the Berekuso community, students, and staff and faculty members from the Ashesi University sought to answer the question: “what can a partnership between Ashesi and Berekuso do to improve the way of doing business in Berekuso?” Data were obtained through questionnaires that were administered to respondents.

The study revealed that people doing business in the community have inadequate business knowledge and thus stand a chance of benefiting from business support services like book keeping offered by students as part of their semester’s projects. Also the absence of a financial institution in the community came out as one major bottleneck to doing business in the community. However, to harness a meaningful relationship between the university and the community a more structured partnership is required.

Also there is a need to be set up a committee to plan for short and long term partnership objectives. Improving communication and a feedback collection system are also recommended for improving the partnership between Ashesi and the Berekuso community.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction & Background to the Research

Higher institutions of learning across Ghana have since their establishment embraced their immediate communities in several ways. However historically, in the United States of America (USA) universities have separated themselves from their immediate communities (Rooney, 2015). Eventually, however, an emerging partnership has sparked a transformation in the university community relationships. Universities are now interacting more with their local communities (Maurrasse, 2001).

The past few decades has witnessed a significant development in partnerships between universities and their host communities around the world (Kresge Foundation, 2008). There are numerous benefits from having universities and communities working together on a common good. Examples of these interconnected arrangements are very popular even in Ghana and elsewhere in the world. For example, at the close of last year the School of Business at the Kwame Nkrumah University of Science and technology organized a training program for members of the Association of Small and Medium Scale Enterprises in the Kumasi Metropolis (Kwame Nkrumah University of Science and Technology, 2015). The above example shows evidence that Universities and their communities are taking deliberate efforts to make these relationships relevant.

According to Bruning et al (2006), although there is increasing awareness about the importance of university-community partnerships in the USA, these relationships have however been one-side (Bruning, McGrew, & Cooper, 2006). Waters (2015) however suggest a new dimension to the argument that university-community partnership should not only focus on sending students out but also inviting town folks in (Waters, 2015). It is important to note also that efforts towards linking the university and community promises

countless opportunities such as community infrastructure development and human capacity development.

Ashesi University College moved to its permanent campus in Berekuso Township in 2011. Both Ashesi and Berekuso have coexisted over the past four years but are yet to explore opportunities that will foster a beneficial relationship¹. Collaboration plays a pivotal role in tackling social and environmental issues as well as addressing unmet community needs.

In order to explore the nature of the relationship that exist between Ashesi and Berekuso, this study seeks to investigate how a partnership between the university and the community can help improve community welfare, improve the socio-economic landscape of Berekuso as well as the university.

1.2 Problem Statement

Universities in Ghana have their campuses located in either rural or urban communities. The table below outlines some universities in Ghana and their locations.

Table 1.1 Universities and Locations²

University	Campus locations
Central University College	Miosto near Dawhenya
University of Mines and Technology	Tarkwa
Catholic University College	Fiapre in Sunyani
University of Development Studies	Navrongo, Wa, Tamale and Nyankpala
Anglican University College	Nkronsa in Brong Ahafo

¹ Mutually Beneficial Relationship (MBRs) are defined as relationships that substantially and symbiotically benefit all parties subject to the policy of a group or organization. In simple terms MBRs are characterized by a win-win situation in which all parties achieve the results they desire (Heath & Coombs, 2006).

² Universities with more than one location have more than one campus.

University of Ghana	Legon and Accra City Campus
Ashesi University College	Berekuso
Kwame Nkrumah University of Science and Technology	Kumasi

As universities locate their campuses in these communities, their presence will either be one that will promote a two way beneficial relationship or a one-sided relationship effect. The relationship between these host communities and universities can moreover be of trust or indifference as they interact with each other.

August 2011 marked the commissioning of Ashesi University College's permanent campus in Berekuso, a rural community in the Eastern Region of Ghana about an hour drive from the nation's capital. The presence of the university put Berekuso on the global spotlight. Potential new businesses enterprises as well as commercial property owners can take advantage to provide housing units for students and workers thereby creating employment opportunities for the towns' people.

As much as the university's presence presents opportunities, it also presents challenges that will need to be addressed. The people of Berekuso are also exposed to different sociocultural frictions like influencing the way of life of the people as they interact with new dwellers who troop in to take part in the economic activities present in the community. The social, physical and economic environment of the community will gradually change to this effect. For example there will be increased business activities in the community as well as an increased demand for utility and social infrastructure. A university-community partnership will create a room for businesses to exploring business support services from the university.

However, a partnership between the university and community is aimed at providing insights on how to further improve the existing relationship among the two. The research thus aims to fill the gap on how this relationship is to be organized to yield meaningful outcomes. For example closing the gap between the opportunities one can access when doing business in the capital city as to doing business in the Berekuso community. It is also targeted at strengthening the interconnectedness of the school and the community in knowledge and resource sharing.

1.3 Objectives

To better understand the nature of the partnership between Ashesi and Berekuso this study will explore the opportunities creating a managerial business support relationship between Ashesi and Berekuso.

The main objectives of this study include:

- To describe the awareness of Ashesi-Berekuso partnership.
- To identify the impacts of Ashesi on the Berekuso Community
- To identify ways by which business people in Berekuso can benefit from a relationship between the Community and Ashesi University

1.4 Research Question

This paper attempts to answer the question “what can a partnership between Ashesi and Berekuso do to improve the way of doing business in Berekuso?”

1.5 Relevance of Study

Ideally, universities and communities must co-exist in a mutually beneficial way. The progress of both to a large extent depend on the nature of the relationship that exist between them. Therefore, policies and programs that will promote improvement need to be carefully considered by both entities. This study sets out to explore the formulation of

policies and programs that will yield the common good of the community and university.

In addition the dissertation seeks to discover ways of enhancing students' college experiences through community impact activities.

More so, it will serve as a guide to assist further research into the area of community-university partnership for growth as well as make available data and information on university-community relationships in Ghana especially since there is little literature available.

1.6 University-Community Partnership in Practice

Several Universities in Ghana are engaging their communities in different ways. Most of these universities engage with their communities as a result of their corporate social responsibility.

Ashesi University College engages its immediate community and other stakeholders in its external environment through service learning programs and community outreach programs. Ashesi runs a summer program which engages high school students all over the country called the Ashesi Innovation Experience. High school students who want to participate in this program pay for however those who cannot afford are considered for scholarship to help them take advantage of this program. The program is a combination of Robotics and Entrepreneurship. Additionally Ashesi also hosts the iteach program which is an initiative by the DreamOval Company on campus during the summer holidays. Other university-community initiatives include students' lead citizenship projects like the Dalai Lama Susemu project in Berekuso.

Another University making strides in the area of partnership with its community is the Anglican University College in Nkronsa, Brong Ahafo. As a way of engaging with its community the Anglican University College organizes radio talk shows for the people on

Achiaa FM and Jerryson FM to discuss social issues facing the community. Additionally the school offers outreach programs in relation to community health as well as provision of agricultural extension services to farmers in the community.

Also, the Valley View University is another institution contributing to its immediate community and Ghana at large by providing a broadcast of Christian education through its on campus radio station 97.7 FM.

The Ghana Technology University College (GTUC) off the Abeka Road in Accra is also engaging with its community in an extra ordinary way. The school from time to time organizes free ICT training to students of some select high schools in the country. GTUC is also offering free internet access in collaboration with Microsoft to its immediate environs.

1.7 Methodology

The research is an exploratory study that will employ mixed methods. Methods of data collection will include interview and survey. A questionnaire with both closed ended and open ended questions that has been designed appropriately will be used as a tool in gathering data for analysis based on the mixed methods of research.

1.8 Dissertation Outline

The rest of the writing is organized as follows. Chapter two will look into existing literature in the area of university-community partnerships which will be reviewed and critiqued. The next section will consider the methodology employed in data collection and data analysis. Moving on, chapter four will describe research findings and discussion. Chapter four will then be followed by conclusion and recommendations as the final chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 Conceptual Framework

What is a partnership³? To better understand the nature of the partnership between the Ashesi University and the Berekuso Community, the term partnership need to be looked into from both a conceptual and theoretical outlook. Below are some contributions made by some scholars in relation to explaining a partnership. They provide a context for understanding the focus of this study.

The original definition of “partnership” as “a contract of two more competent persons to place their money, efforts, labor and skill, or some or all of them, in lawful commerce or business, and to divide the profit and bear the loss in certain proportions” White (1909) as cited in (Uhlik, 2007). Uhlik (1995) however expanded on White’s definition by adding that partnership is a dynamic arrangement between two or more parties based upon the beneficial satisfying of specifically identified needs.

A partnership can also be simply put as a strategic alliance or relationship between two or more people based on trust, equality and mutual understanding of obligations. Partnerships may be formal, where roles are spelled out in a written document or informal where obligations are assumed or verbally agreed on.

Partnerships generally are expected to be built on trust, shared interest, coordination⁴, collaboration⁵, cooperation⁶ and mutuality. The outcomes of these relationships help address the common needs of each partner as well as provide insight

³ The term partnership in this paper is used interchangeably to mean relationship.

⁴ Coordination involves a low level of joint planning, sharing of resources, defining of compatible roles and interdependent communication channels (Matterssich, Murray-Close, & Monsey, 2001).

⁵ Collaboration is the most formal inter-organizational relationship involving shared authority and responsibility for planning, implementation and evaluation of joint effort (Hord, 1986).

⁶ Cooperation refers to a simple verbal agreement between organizations to take some kind of unified action to make their autonomous programs more successful (Hord, 1986).

into the future. By interacting and each partner participating in decision making and policy implementation partnerships tend to be worthwhile in the long run.

Additionally, the open systems theory helps provide some conceptual explanation to the concept of partnership. The theory which was initially developed by a biologist, Ludwig von Bertalanffy (1956) was adopted and worked on by organizational theorists like Max Weber, Henri Fayol and Frederick W. Taylor amongst others. Around the era of the industrial revolution, traditional organizational theorists saw organizations as closed systems isolated from the outside world (Katz & Kahn, 1978). However, research by twenty first century organizational theorists reflects a new belief that organizations are open systems because they are influenced by the environment in which they operate (Inc., 2016). For examples cultural values, economic conditions as well as the political environment can affect an organization's well-being either directly or indirectly. Therefore to meet the goals and other business objectives, partnerships are essential (Lunenburg, 2010).

Another theory that gives meaning to partnership is stakeholder relation management. Organizations are not self-sufficient. They can be seen as social systems run by social animals as Aristotle puts it (Gray, 2016). Building relationships with stakeholders is a strategic success or failure factor for every business entity or organization (Phillips, Freeman, & Wicks, 2003). Organizations however need to understand how far they are willing to go in order to achieve, protect and promote their interests while managing its relationships with parties whose way of life and activities are somewhat affected by the actions of each other's behavior.

To add, the "theory of the firm" helps explain the motivation of this paper. Traditional economist like Adam Smith (1776) and Alfred Marshall (1890) can be cited

for their initial view of the firm as a “black box”. Their view of the firm was summed at employing factors of production to create outputs thereby maximizing profits (Jensen & Meckling, 1976). In a contrasting opinion is the debate over “social responsibility of corporations”. More specifically referred to in today’s literature as Corporate Social Responsibility (CSR). Proponents for this opinion base their argument on the concept of the “triple bottom line”⁷. To this end, exploring a university-community partnership is one way of satisfying the requirements of CSR.

The Ashesi-Berekuso partnership is in its infant state, yet it is a relationship that aims at yielding mutual benefits to both parties. The University’s engagement with the community helps it to meet its corporate social responsibility status. Since the community is an immediate stakeholder this will promote a peaceful coexistence.

2.2 Existing Initiatives and Partnerships

Universities do not exist in geographical isolation. The actions of universities affect the community. In the same manner, the community can limit or heighten the growth and success of universities as well. The presence of a university in any community results in changes and impacts that are inevitable. Some of these changes may include increases in the use of land resources, socio-cultural frictions, pressure on social infrastructure and population increases. It is hence desirable that a university and its host community grow together to achieve common goals (Fellizer, 2010).

The concept of university-community partnerships is a result of the inevitable two way impacts communities and universities have on each other. Several forms of university-community partnerships have existed since the passing of the Morrill Act of

⁷ The Triple Bottom Line (Elkington, 1994) is a framework of accounting that incorporates three dimensions of performance: social, environment and financial. The dimensions are also commonly referred to as the three P’s (People, Planet and Profit).

1862 (Mayfield, 2001). However Bender (1998) as cited in (Mayfield, 2001) points out that historically the link between universities and communities date back to the medieval times where many universities were founded with religious affiliation for the purpose of propagating Christianity and educating the social elite. The engaged university is a recent perspective on higher education which is gaining support from institutions of higher learning across the world with funding from both public and private sources accelerating this growth. The concept of interconnecting communities and universities evolve mainly around collaboration, co-operation, mutual beneficial relationships and community engagements (Fisher, Fabricant, & Simmons, 2004).

The current literature that exist Boyle (2007), Strier (2011) and Hillier (2013) on community university integration emphasizes case studies written from the perspective of universities. It also reveals a growing interest in the concept of university community partnership. Cox (2000) focuses on how partnerships are organized among universities and their communities (Cox, 2000). This can be attributed to the adoption of the campus model by many universities especially in the United States.

For instance universities pursue engagement with their communities by employing several strategies. Fisher et al (2004) in their work point out some primary forms of community university partnership forms. They describe four types of engagements including service learning, local economic development, community based research and social work initiatives (Fisher, Fabricant, & Simmons, 2004).

However Bruning et al (2006) asserts that university community partnerships tends to be one-sided in that they focus on either providing students with experiences in the community or rather stress on providing expertise to the community (Bruning, McGrew, & Cooper, 2006). Their research thus dealt with examining community university

relationships from a community member's perspective. Their study contrasts the view of Boyle (2007), Strier (2011) and Hillier who asserted that community-university partnership studies are usually conducted from the perspective of the university. They concluded by stating that universities are interested in building effective relationships with communities. Therefore community members are encouraged to explore the campus culture, intellectual offerings, athletic and other opportunities that are available to them.

Another work done by Kawabe et al (2013) on developing partnerships with the community for coastal education for sustainable development reveals the fact that it is important to conduct interviews at the early stages of projects to understand and set project outcomes in line with community defined priorities when pursuing community university relations (Kawabe, et al., 2013). Although the findings in this study may be culturally bias, they provide insight in exploring meaningful university-community relations.

Existing literature presents service learning as a pedagogical tool for preparing college students to actively participate in addressing social concerns (Harris & Pickron-Davis, 2010). The work of Werner et al (2012) suggest a community university partnership through creating unique service learning experiences. Their work points out four roles that service learning projects are expected to play; service should serve, service should empower, service should be contextual and service should endure (Werner, Voce, Openshaw, & Simons, 2002). Additionally their findings complemented the work of Paulo Freire's ideas of teaching students to treat recipients with dignity and respect as cited in Werner et al (2002). There are similarities between the assertions made by Werner et al (2002) and Fisher et al (2004). Both group of researchers mention exploring university-community partnerships through service learning.

Several tools can be used in pursuing community university partnerships for mutual benefit. These tools range from educational support, resource sharing, knowledge transfer, provision of expertise among others. The fusion of service learning with the popular theatre is another interesting way of looking at integrating communities and universities (Feagan & Rossiter, 2011). The model which connects service learning with popular theatre presents a lot of practical learning, creativity and critical thinking to the community as well as provide an avenue for student participation in social life. It also helps break down social barriers separating the community and university students. Although the model suggested by Feagan and Rossiter (2011) are a creative, the model may not apply to universities that do not run any social science courses especially in the field of theater.

Universities previously existed as autonomous organizations (Smith, 1984). The recent increased attention directed towards the subject has created a wide array of research and literature on the topic of community-university partnership. Research done by Martin et al (2005) provide seven categories for community-university partnerships. The grouping includes service learning, service provision, faculty involvement, student volunteerism, community in the classroom, applied research and major institutional change (Martin, Smith, & Philips, 2005). These are some ways that universities partner with their communities. Martin et al (2005) also points out some critical factors necessary for the success running of a partnership between universities and their host communities. These factors include funding, communication, synergy, measurable outcomes, visibility and dissemination of findings, organizational compatibility and simplicity (as cited in Dugery & Knowles 2003; Blackwell et. al. 2003; Roper & Pinkett 2002; Sandmann & Baker-Clark 1997). They suggested that further research is needed to provide empirical justification of the factors they suggested in their writing.

The design of partnerships among communities and universities vary. Adding to the literature on the type of community-university partnerships currently in existence is the Community Leadership Fellows Program model. The conceptual frame work of the model takes it roots in the revolutionary philosophy that states that learning is relational and knowledge is produced through interaction as put forth by Paulo Freire (Freire, 1990) which has influenced progressive educational practice and activism worldwide. In addition, the Community Leadership Fellows Initiative was designed to bring university faculty from different disciplines together with community leaders to facilitate the development of an effective community initiative (Lockwood, Lockwood, Krajewski-Jaime, & Wiencek, 2011).

Judith et al (2013) writes about Participatory Action Learning Action Research (PALAR). Their work embodied a case study done on community-university partnerships in South Africa and Australia. The study on community-university partnerships in South Africa however revealed that relationships, reflection and recognition are important elements that promote social engagement. The Australian study also highlights that community-university engagements are beneficial (Kearney, Wood, & Zuber-Skerritt, 2013). Universities can be seen as critical stakeholders with capacity to contribute towards the development of communities (Goddard & Vallance, 2013).

All the above literature reviewed are country and university specific. Most of the models proposed may not apply in the Ghanaian context since our institutions of higher learning have their own administrative policies. However they serve as information that can be adopted and incorporated into our education system. Although there are several examples of university-community partnerships in the country. These relationships have not been well structured or documented. This is one of the motivations for this study. To spark interest in further studies in the area of university-community partnerships.

CHAPTER THREE: METHODOLOGY

3.1 Research Proposition

This chapter outlined the kind of study being conducted, research design, methods of data collection, sampling and data analysis procedure used in the research.

This study follows the exploratory research format and the methodological approach for investigating the research problem uses the mixed methods to help answer the research questions raised. The justification for this is that, the research integrates both qualitative and quantitative data in the study (Creswell, 2013).

3.2 Research Sample and Data Source

The sample for the research includes people of Berekuso community as well as staff, faculty and students of Ashesi University College. To be able to gather data about the perception of respondents about exploring meaningful partnership opportunities survey questionnaires were administered to study subjects from school and the community.

3.3 Research Design

The study as stated employs a mixed method approach. The target population is the entire Ashesi and Berekuso community. Survey questionnaires were used to gather data. Questionnaires used were carefully structured with both open and closed ended questions. Questionnaires were also used because it an efficient and suitable tool for this kind of research (Saunders, Lewis, & Thornhill, Research Methods for Business Students, 2009). Some questions included in the questionnaire also had some questions that made use of the Likert scale⁸ (Bertram, 2016). This method were used because they are cost effective in conducting short term research. Questionnaires given to respondents from the university

⁸ The Likert scale is a rating scale developed to measure attitudes or opinions of people. Respondents may be offered a choice of five to seven or even nine pre-coded responses that taps into ones cognitive components of attitudes. (Likert, 1932).

were self-administered. Whereas most respondents from the town were assisted in providing answers to questions in the questionnaire by interpreting from English into the two local languages⁹ spoken by the community.

3.3.1 Sampling Procedure

The non-random convenience sampling method was used in the data collection process for all the subjects in the study because it is an easy, quicker and cheaper sampling procedure. Another reason for choosing this procedure is that the researcher does not hope to make any generalizations or statistical inferences based on the sample selected for the research. The researcher uses subjective judgments for the purpose of this exploratory research (Gelman & Hennig, 2015). A sample of 20 adult working members of the Berekuso community were included in the study for the sake of convenience and proximity. This sample only included people who live in the Berekuso community. The criteria for selecting participants from the community did not consider respondents' religious affiliation, level of educational qualification and financial standing.

Also, fourteen members of staff and faculty from the Ashesi University College as well as sixteen final year students were selected for the study. This comprised of staff and faculty members who had spent at least a year in Ashesi. The reason for this is that the number of years spent in the university may have an effect on the responses that may be given. Additionally final year students were also included in the study because of their longer time of interaction with the school and community.

3.4 Data Collection Procedure

The data was collected from the Ashesi Community through handing over survey questionnaires to selected respondents. Applying simple survey questionnaires to subjects

⁹ The people of Berekuso speak both Twi and Ga languages.

selected for inclusion in the sample is ideal because it allows the respondents convenience and it is also a cost effective less time consuming way of gathering data for a study.

Also people of the Berekuso community were surveyed using a questionnaire with language interpretation assistance. This approach was chosen to reduce the amount of time and ambiguity that would be spent on gathering responses through conducting an interview.

There were two sets of questionnaires (see appendix 2 & 3) used for this research. There were questions that were specific to each group of respondents. Some questions were more suitable for staff, faculty and students because it required an opinion of someone from the Ashesi community.

3.5 Ethical Considerations and Limitations

A lot of care and professionalism was attached to interacting with subjects for the study. This was done because human subjects are involved a study are expected to be treated respectfully (Orb, Eisenhauer, & Wynaden, 2000). Research subjects were well informed about the purpose of the research and were given the chance to ask questions for clarifications. The research also passed the ethical review process at Ashesi University College.

All Data collected from subjects in this study were kept under seal and anonymous. Respondents were not required to put their personal details on questionnaires applied on them to gather data. In the process of the research however, participants were free to discontinue their participation without any consequences.

One anticipated methodological limitation identified in this study is that since the sample design for the research that is employed is non-random results cannot be generalized to the whole population. Therefore external validity cannot be confirmed for this research.

Additionally, another research limitation to be noted is the threat to reliability. The researcher acknowledges potential subject bias and observer bias. However, in order to minimize subject bias the questionnaires were created to protect anonymity and respondents were informed about this. Secondly, although observer bias cannot be avoided the researcher acknowledges its existence (Saunders, Lewis, & Thornhill, 2009).

More so, collecting data from respondents from the community was very difficult since survey questionnaire had to be interpreted to almost all respondents that took part in the survey. The language barrier was a challenge and may have an effect on the responses that were given for certain questions.

3.6 Data Analysis

Responses from the questionnaires used for data collection were summarized and transcribed into categories for analysis. This was done based on commonalities, themes, frequencies in responses, and relationships identified in data collected (Dey, 1993). Summarized group data was then analyzed with the aid of Microsoft Excel. This technology decreased the time and money spent on data analysis. It also allowed for data to be presented in simple graphical formats and tables that are easy to interpret.

CHAPTER FOUR: FINDINGS & DISCUSSION

4.1 Introduction

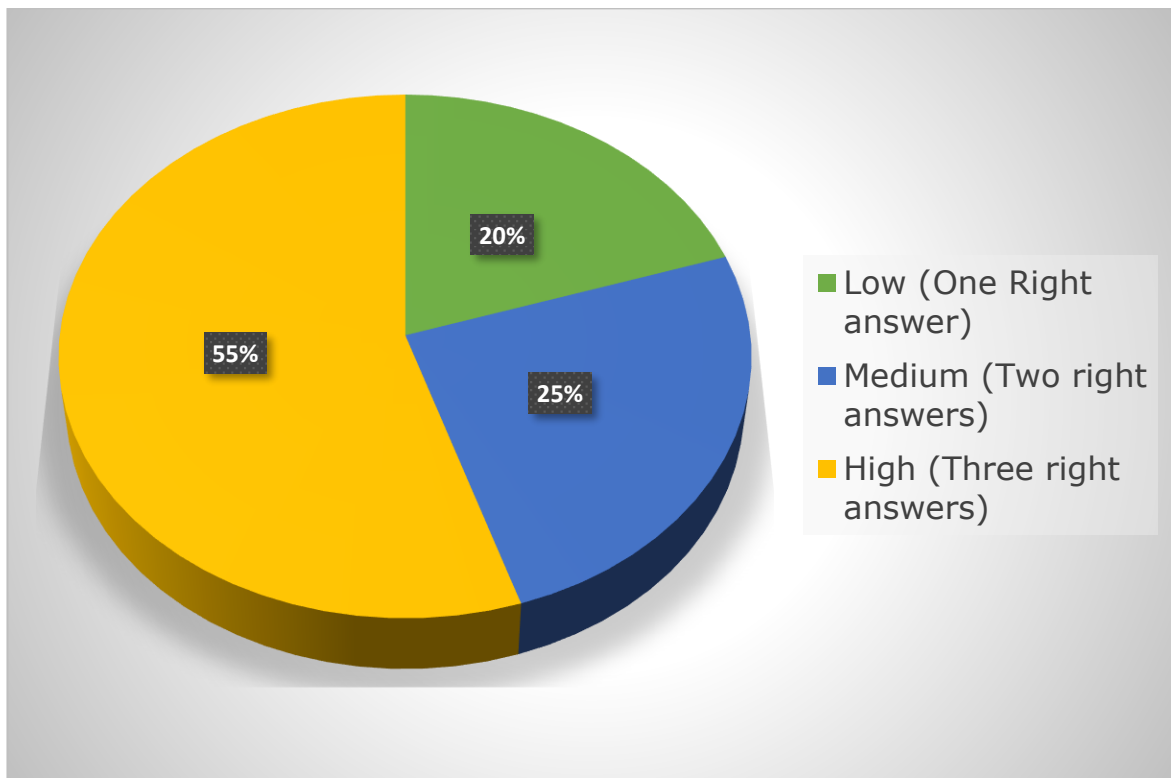
This chapter presents the findings and discusses insights from the survey conducted on fifty respondents (see Table 2 for details). The study sought to answer the question of how a partnership between the Ashesi and the Berekuso Community help transform the nature of doing business in the Community.

Table 4.1 Summary of Survey Respondents

Survey respondents according to Gender						
Gender Attribute	Town Folks	Ashesi Final Year Students	Ashesi Faculty	Ashesi Staff	Total	Percentage
Female	10	4	3	4	21	42.00%
Male	10	12	2	5	29	58.00%
Total	20	16	5	9	50	100.00%

4.2 Awareness of an Ashesi-Berekuso Partnership

It has almost been six years since a formal partnership was established between the University and the Community. Generally, it could be concluded that people are aware of the partnership between Ashesi University and the Berekuso Community. However, the results of the survey conducted among twenty local Berekuso citizens' showed as many as 9 people representing 45% of the sample unaware of any existing relationship (refer to Figure 4.2.0). This conclusion was reached by asking respondents a series of three related questions. Respondents who answered all three questions correctly (55%) indicated actual awareness of an existing partnership. The results shows the need to explore more strategies to increase the local citizens' awareness of the existing partnership.

Figure 4.2.0. Town Folks Awareness of an existing Ashesi-Berekuso Partnership

Nonetheless, a respondent insight revealed that the reason why the locals are unaware of a partnership between the University and the Community is that the university and the locals from the community do not know how to interact.

For faculty, staff and students, their awareness was examined by requiring them to enumerate some community-university partnership activities. The summary of their responses are presented in Figure 4.2.1 and figure 4.2.2. Amongst staff and faculty, the Berekuso Community Sanitation project, the Adesua Ye (Adult Literacy Initiative) and the Sesemu Agriculture Project stood out as the most remembered activities carried out by the university in partnership with the community.

On the part of students, the Berekuso Math Project was listed by eleven respondents showing its popularity in the minds of those respondents. The Sesemu

Agricultural Project was the second most scored option followed by the New Dawn Mentoring Initiative which was recently inaugurated.

Figure 4.2.1 University-Community Activities Awareness Frequency (Staff & Faculty)

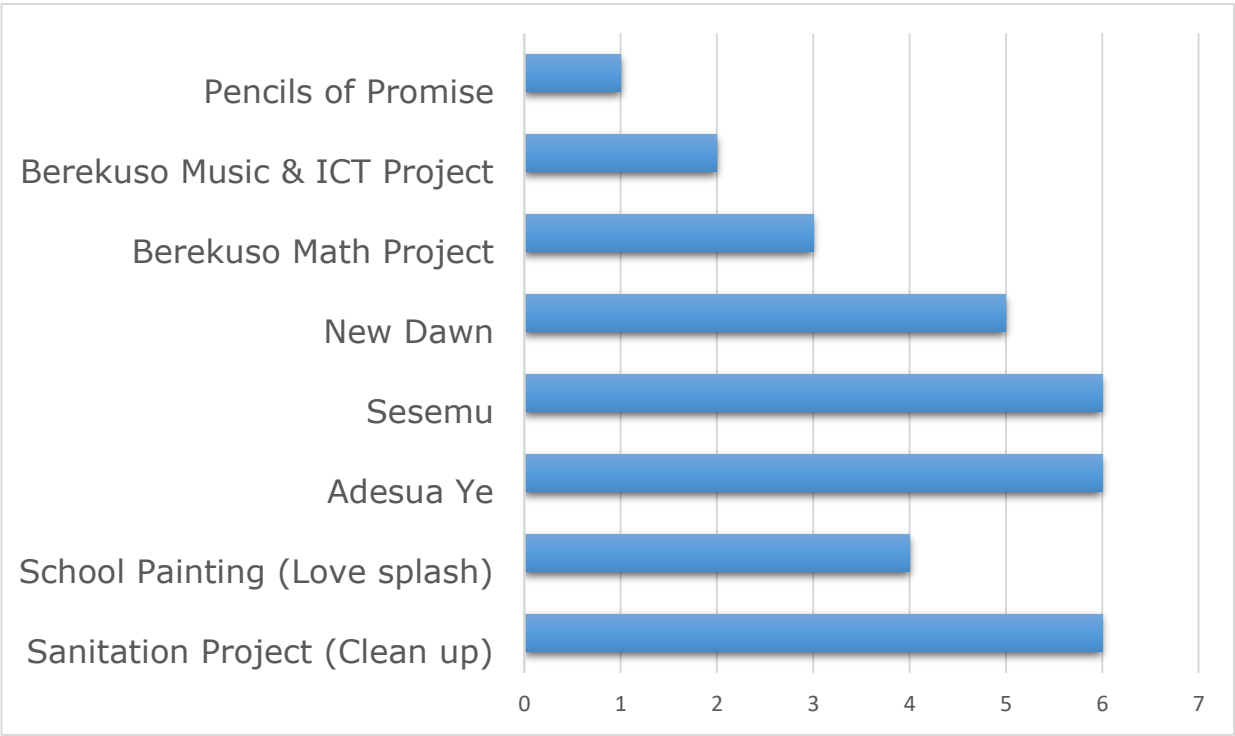
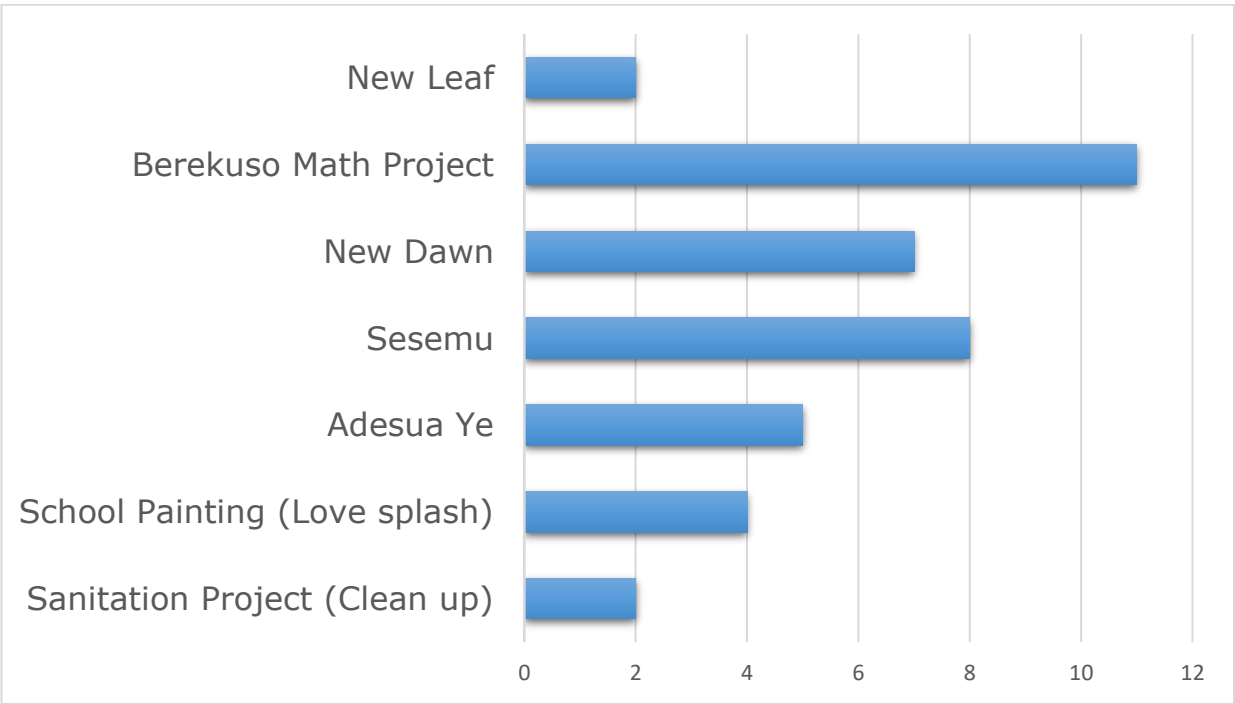


Figure 4.2.2 University-Community Activities Awareness Frequency (Students)



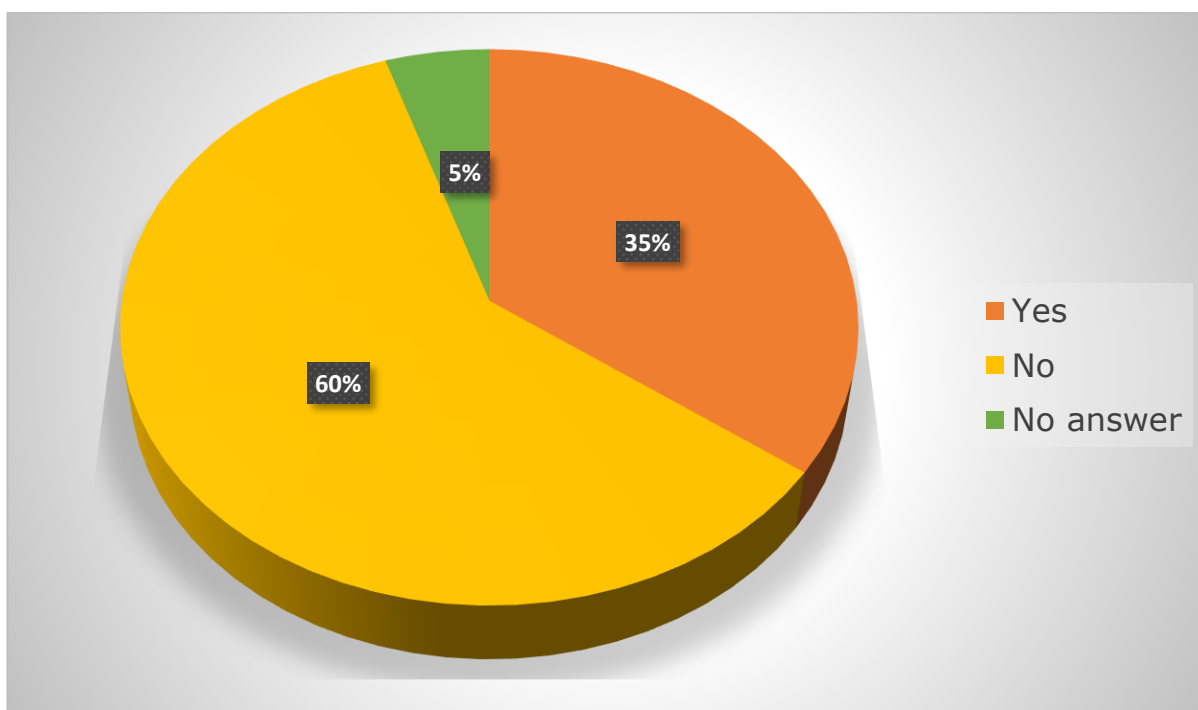
4.3 Impacts of the Ashesi-Berekuso Partnership

Though the impacts of any relationship is hard to quantify in terms of physical goods both university and community have seen some indirect mutual benefits over the years. Apart from employment opportunities created for some members of the local Berekuso community in the university. The existence of the university has also created a market for housing units to accommodate students who wish to live in the community and the owners of these property receive rent income for this service. The partnership impact was also measured against awareness of employment opportunities in the university for town folks. Table 4.3.1 gives a detail of the responses gathered during the survey. Sixty percent of respondents referring to twelve people expressed awareness of jobs in the university which can be explored by the local people of Berekuso.

Table 4.3.1 Awareness of Employment opportunities in the University

Local People's Awareness of employment opportunities in the University		
Response	Number of respondents	Percentage
Aware	12	60%
Not aware	8	40%
No answer	0	0%
Total	20	100%

However, another picture was revealed when respondents were asked whether they have thought about exploring available jobs in the university a majority of twelve respondents representing sixty percent said no (Figure 4.3.2 shows a graphical representation).

Figure 4.3.2 Intention of exploring employment in the University Number of responses

Another avenue of impact is the increase in the quantity of demand for Fast Moving Consumer Goods and Services (FMCGS). Although some respondents who were involved in retailing businesses and others involved in personal grooming services showed concern that the market is very competitive since most students live up the hill, patronage is also slow.

Following the establishment of the university in the community, the residency decision of some faculty, staff and students of the university have changed over time. Out of the fourteen staff and faculty members that the questionnaires were given to five responses show anticipated future residency in the Berekuso community. Four students also revealed anticipated future residence in the Berekuso community (Refer to Table 4.3.3 & Table 4.3.4 respectively).

Table 4.3.1 Anticipated Future Residency in Berekuso (Faculty & Staff)

Anticipated future residency in the Berekuso Community		
Response	Number of Response	Percentage
Yes	5	35.71%
No	9	64.29%
Total	14	100.00%

Table 4.3.4 Anticipated Future Residency in Berekuso (Students)

Anticipated future residency in the Berekuso Community		
Response	Number of Response	Percentage
Yes	4	25.00%
No	12	75.00%
Total	16	100.00%

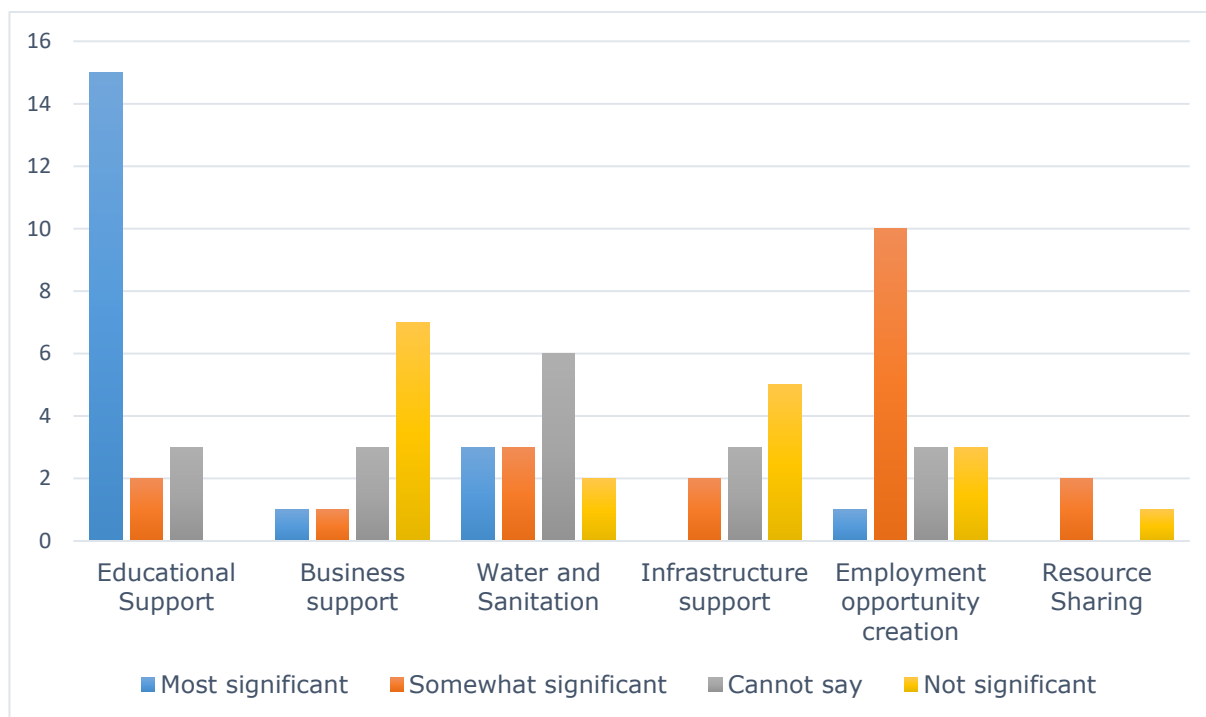
These responses and aspirations show it may be important to strengthen the relationship between the community and the university.

Social awareness is also another impact that respondents who participated in this research pointed out. Most participants from the village passed comments about the state of sanitation in the community and commended the Beautiful Berekuso Initiative taken up by the university.

Others also commented about the strides made in terms of promoting education in the community. They commended the university to continue giving support to the basic school as well as help with expanding infrastructure support. Fifteen out of the twenty

respondents out of town folks voted education as the most significant support the university should focus on (refer from Figure 4.3.5).

Figure 4.3.5 Perceived Significant Contribution from School to Community



Respondent's insight link findings from the study to the social impact theory by Latane (1996). Latane's research concluded that social interaction between individuals living in a spatial location (environment) affect each other in a dynamic iterative process of reciprocal and recursive influence (Latane, 1996). His work also pointed out that social interactions be it real, imagined or implied can influence tastes, preferences, moods, values, beliefs, attitudes, habits and lifestyles among others. Hence the impact of the relationship between the university and the community can be seen in a more general perspective to encompass the wide spectrum of social and cultural changes.

More so, Ashesi students are actively engaged in volunteering activities in the community. Among them are the girl child mentoring program offered by the New Dawn

initiative which is students run. Another project also run by students is the Sesemu Agricultural project that is assisting farmers in the district.

4.4 Partnership Benefits to Businesses in the Community

The main research question sought to be explored by this research is how can a partnership between the community and the university yield mutual benefits that will transform the nature of doing business in the community. Generally partnerships are formed for mutual gains between parties to the partnership. These gains are realized when contracting parties have a shared vision or interest in their agreement. According to Farrell and Scotchmer (1988) partners in an agreement gets at least much utility in equilibrium from a shared vision due to economies of scale. Their work also suggests that when ability is uniformly distributed, the size of equilibrium increases (Farrell & Scotchmer, 1988).

The table below shows a breakdown of the type of employment engagement that respondents in the study from the community are currently engaged in.

Table 4.4.1 Types of Employment Arrangement of the Local People

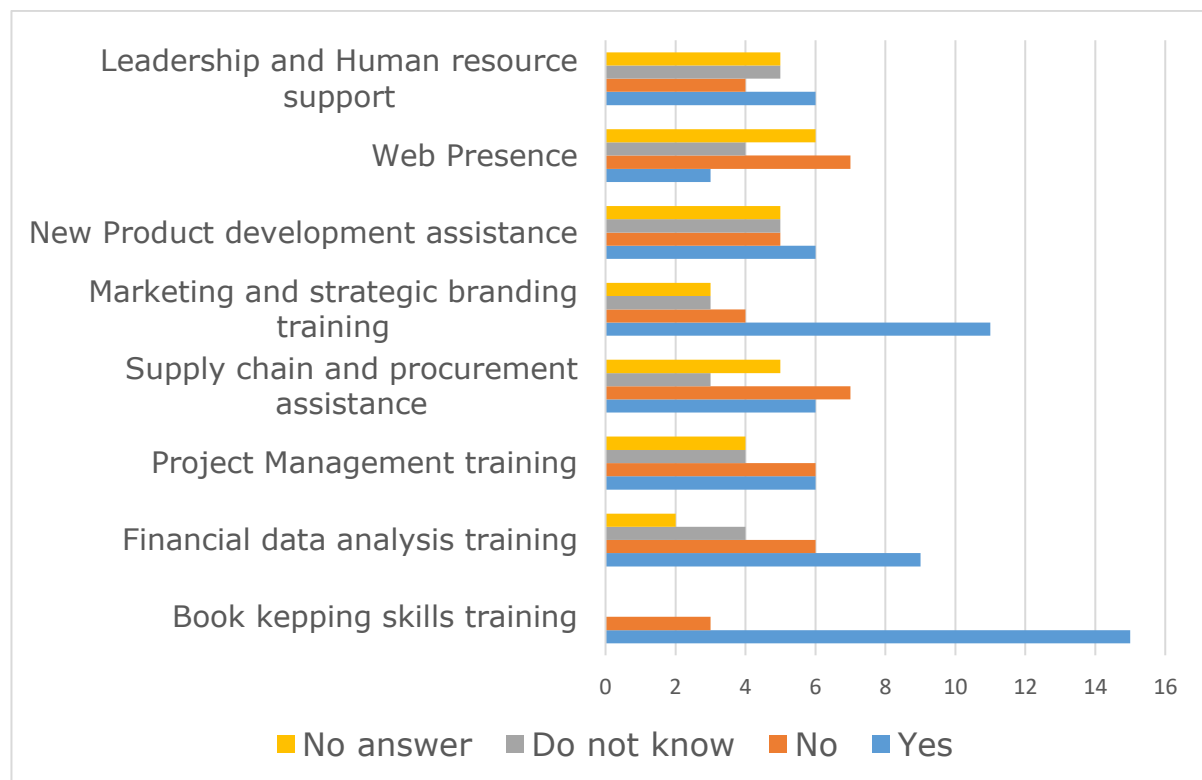
Town Folks Description of Employment Engagements		
Type of employment	Number of respondents	Percentage
Self employed	10	50%
Employed by someone	9	45%
Unemployed	1	5%
Total	20	100%

Most of the businesses found in the Berekuso Community are either sole proprietorships or Small and Medium Enterprises (SME's). The respondents interviewed in this study comprised of dress makers, metal welders, retail shop owners, hair groomers,

electrical fittings and appliance retailers among others. The other category of people engaged in employment were those providing the services of shop attendants and others who were receiving salary as general workers.

In an attempt to explore ways by which people who run their own businesses in the local community respondents were asked whether the provision of business support services by students will be significant. All respondents confirmed the relevance of this strategy. Also a list of services that students can take on as individual projects or hands on practice for skills building were presented to respondents to select which services will apply to their form of business. The list included book keeping training, web presence and product development assistance among a few. The Figure below gives a summary of the choices and their ratings according to respondent's preference.

Figure 4.4.2 Students Business Support Services Ratings by Business Owners in Berekuso



Reviewing the choices of town folks in terms of the Students Business Support Services the results show that respondents perceive training in book keeping as essential. Marketing and strategic brand development assistance also received a high rating by respondents.

The perspective of faculty & Staff as well as students were also examined. Their ratings are also summarized in the preceding tables. Table 4.4.3 & Table 4.4.4 rating frequencies were determined by subtracting the number of “Yes” responses from “No” responses and “Do not know” responses (Frequency = “Yes” – “No” - “Do not know”). The rank was then determined bases on the response with the highest frequency in terms of ascending order.

Table 4.4.3 Staff & Faculty Ratings for Students Support Services

Faculty & Staff Ratings for Students Business Support Services					
Response	Yes	No	Do not know	Frequencies	Rank
Book keeping skills training	13	1	0	12	1
Financial data analysis training	10	1	3	6	5
Project Management training	12	0	2	10	2
Supply chain and procurement assistance	11	0	4	7	4
Marketing and strategic branding training	10	3	1	6	5
New Product development assistance	11	0	3	8	3
Web Presence	6	3	5	-2	8
Leadership and Human resource support	8	1	5	2	7

Table 4.4.4 Students Ratings for Students Business Support Services

Students Ratings for Students Business Support services (Students)					
Response	Yes	No	Do not know	Frequencies	Rank
Book keeping skills training	12	0	4	8	3
Financial data analysis training	15	1	0	14	1
Project Management training	12	0	4	8	3
Supply chain and procurement assistance	13	1	2	10	2
Marketing and strategic branding training	12	1	3	8	3
New Product development assistance	9	4	3	2	7
Web Presence	8	5	3	0	8
Leadership and Human resource support	10	1	5	4	6

It can be inferred from Table 7 that respondents thought offering book keeping training skills for business owners in the community will do a lot of good. However there were slightly notable differences in the ratings by staff and faculty, and students. For example project management support ranked second by staff and faculty ratings as to supply chain and procurement training which was ranked second by students.

In a follow up analysis to find out which are the prominent problems faced by people running their personal businesses in the community some of the insights gathered are summarized on the figures that follow.

Figure 4.4.6 Most Significant Challenges (Town Folks Opinion)

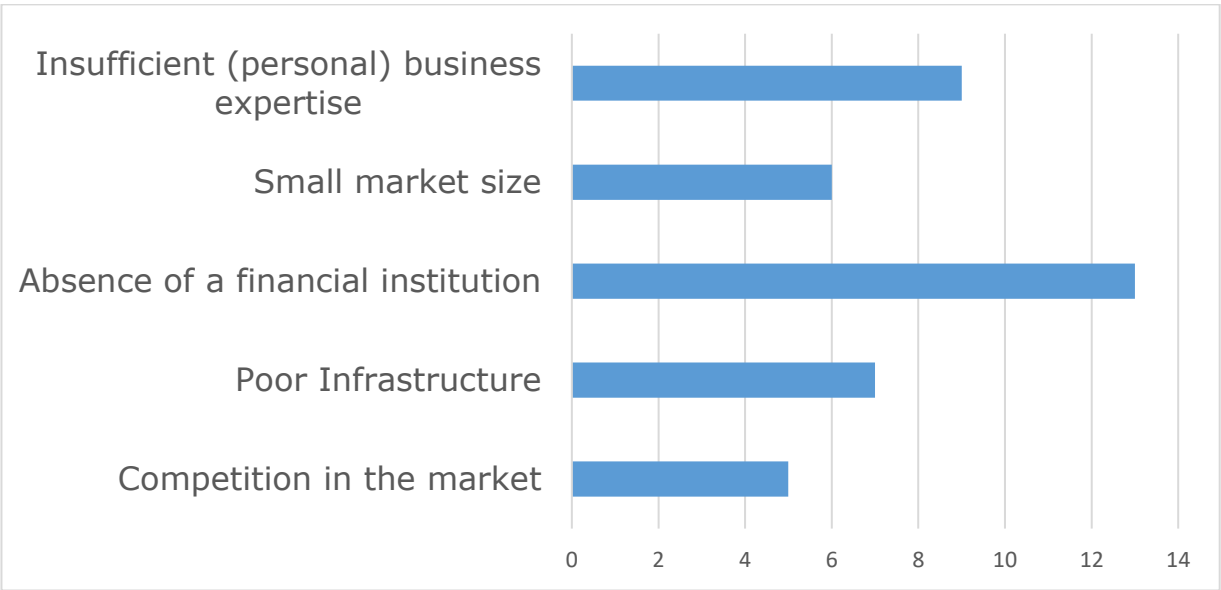


Figure 4.4.7 Perceived Challenges (Faculty & Staff insights)

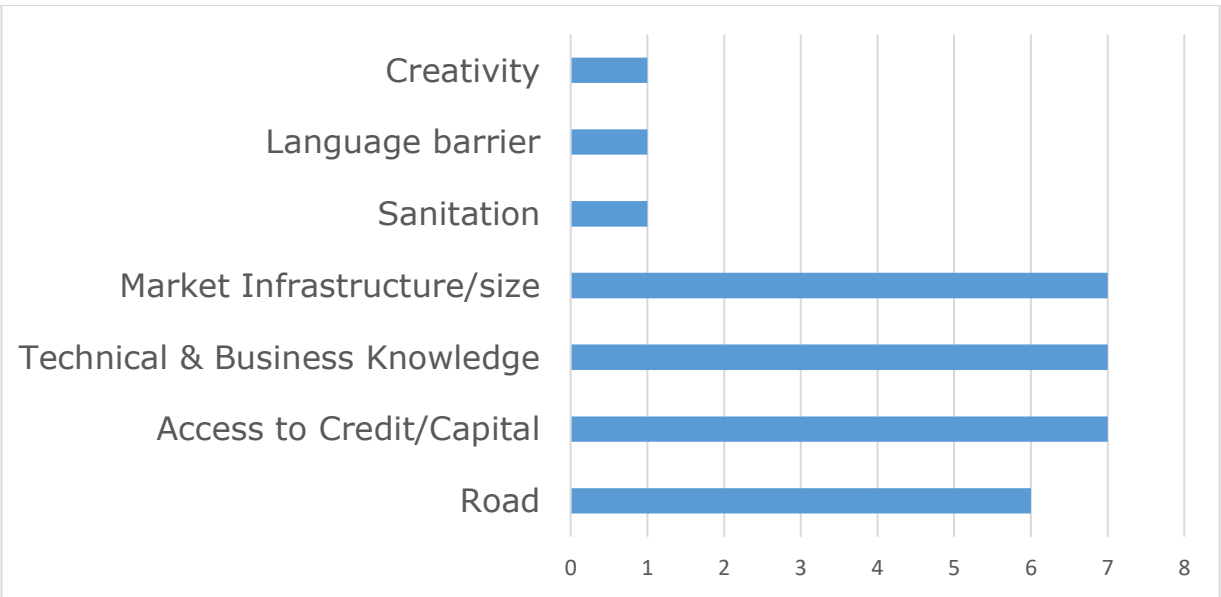
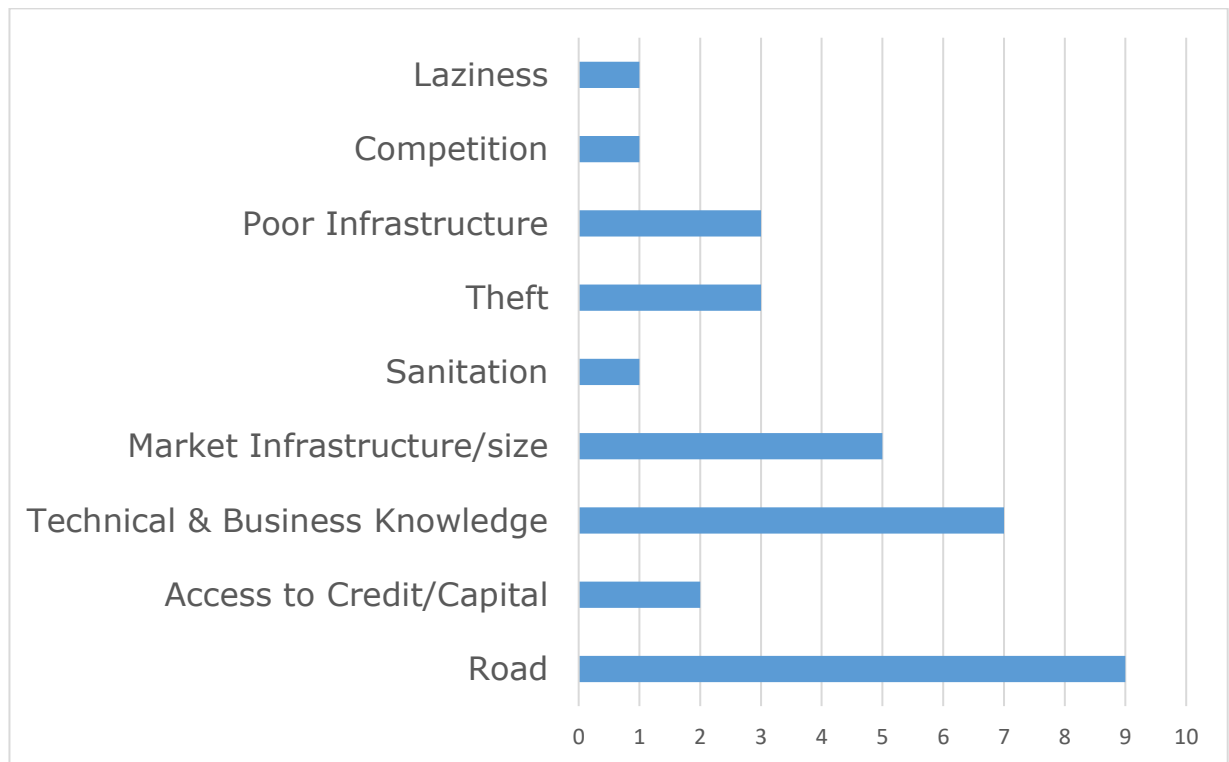


Figure 4.4.8 Perceived Challenges (Students feedback)

Three major challenges seem to run in all the feedback gathered from all respondents. They include insufficient personal technical business knowledge, access to credit and the lack of a financial institution in the community. The provision of student business support services may be able to help business people update their skills with managing their businesses. The other challenges may be addressed in the future as the community opens up and develops as government support increases in the region and private sector investment inflows also increase to the community.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Globalization is changing the face of higher education everywhere in the world. The explosion of knowledge and technology is encouraging governments and private sector investors to constantly revolutionize to meet the needs of the present knowledge economy where the creation and sharing of information are key to survival (Kumar, 2015). Ghana is not left out of these strides towards improving the delivery and access to quality education. According to the National Accreditation Board (NAB) in a report published as at 2013 there were over sixteen public institutions of higher learning and over sixty privately owned and run institutions of higher learning in Ghana (National Accreditation Board, 2013).

This study attempted to explore a meaningful community university partnership between Ashesi and Berekuso Community. It sought to answer the question: “How can a partnership between Ashesi and Berekuso help transform the nation of doing business in the Community?”

This exploratory research utilized a questionnaire as a means of collecting data. Respondents were recruited non-randomly from Ashesi Students, Ashesi Staff & Faculty, as well as locals from the Berekuso Community.

The study revealed that the absence of a commercial bank or a micro-finance institution is a major drawback to doing business in the Berekuso community. Also among the respondents who run their businesses in the community shared that their insufficient business knowledge also affects the way business is conducted in the community.

There are several areas of research that can be explored in the Berekuso community. A researcher may want to explore the volume of commerce and consumer

spending in the community in future. Also the area of social recreation can be studied by researchers for future study. In terms of a follow up partnership study, future work can be done to evaluate the impact of the partnership relationship between Ashesi and the Berekuso community. Additionally a future study may want to compare a partnership relationship across more than one institution of higher learning as well as involving more than one community.

A notable weakness of this research that is worth acknowledging is that, the study is location specific and thus findings cannot be generalized to other institutions or communities. In addition, results from the study might have also been influenced to a large extent by the personal biases of the researcher.

5.2 Perception on Ashesi-Berekuso Partnership

The survey conducted validate the premise that respondents are aware of a partnership between the university and the community. However, the strength and continuity of this partnership may only be assured if both parties see it as a relationship in pursuit of mutual benefits.

Some staff and faculty shared sentiments that there should be more efforts towards creating a mutual bond with the community as the university has been able to achieve on campus with students. Locals from the community also shared the same thought edging the university to keep up its contributions towards developing the community in terms of infrastructure support in education, sanitation and access to clean water.

More so, respondents affirmed organizing more joint activities like the “Love Splash” Valentine’s Day event that saw both students, staff, faculty and members of the Berekuso community exploring their creative genes in bringing back life to the Primary School by painting it.

Faculty opined that partnership will mutually benefit the community and the university, emphasizing that the community can serve as a learning ground for students through interaction and volunteering their skills while the community also benefits cultural integration, creativity and learning through experience.

However, a call was made by respondents to improve the level of engagement and participation in organized joint activities that aim at developing the community. Additionally, language was seen as a major barrier to pushing further the existing relationship between the community and the university. Since communication according most of the articles reviewed is a key ingredient in facilitating a partnership, efforts like the Adesua Ye adult literacy program should be well funded and sustained to bridge this gap.

5.3 Support for Entrepreneurs and Businesses

Entrepreneurs and businesses in Berekuso are at a great advantage to accessing informational and intellectual resources available to them following the establishment of a university in the community. The idea of Students Business Support Services (SBSS) is a strategy that is focused at helping students gain hands on practical experiences while in school by volunteering their time and skills to assist business owners in the community. They idea comes from the inspiration of offering business consultancy to companies. Access to practical real world example of classroom theories is something that is missing from the education we receive currently. However, the SBSS is an anticipated idea that when embraced can help equip students for real world simulations of the business environment.

5.4 General Recommendations

The findings of this study show that business owners in the community will benefit from training in book keeping training. Hence, financial accounting lecturers in the Business Department may structure their courses in a way that it will allow for students to gain hands on experience by offering basic book keeping skills as part of their semester's project work. Students may be put in teams to provide business support services training programs either by inviting business owner onto the school's campus for the training session or they can be carried out at the premises of the business owners.

Additionally Ashesi may want to consider organizing workshops and seminars in which they invite business owners and participants from the community onto campus to interact with faculty and students to gain practical business advice in the area of marketing, new product development, human resource management as well as be informed about the latest trends in doing business.

In another effort to strengthen the partnership between the university and the community as well as help address the needs of people running businesses in the community Ashesi may want to look into leveraging its influence to attract a commercial bank to open an office in the community. This will help to make credit available to entrepreneurs already in business and those who wish to engage in trade and commerce. It will also create additional jobs for the people of the community as well as ease the burden of transacting businesses. The Ashesi community will also benefit from the presence of a bank in the community.

Also to increase awareness of the partnership between the university and the community, more activities that require a joint participation between citizens of the community and members of the Ashesi community should be encouraged. This can be

through a collaboration between the Office of Civic Engagement and Community Affairs and leaders of the community. They may want to plan short, medium and long term engagement programs. They may also be tasked with resource allocation, impact evaluation as well as feedback collection for projects that will be run.

Involvement of faculty and students through applied research also is encouraged. This will generate a database of information that may support planning and policy implementation. Their research may also be of help new dwellers and people who wish to invest in the community.

Pursuing a relationship between Ashesi and Berekuso as one way of fulfilling the CSR regulations creates a lot of potential for both the Community and the University. For the University it enhances its corporate image and help it to attract donors among other investments. The community also benefits in that development of its landscape will be affected through this partnership.

5.5 Recommendations for future study

This research can be replicated for further comprehensive studies elsewhere in Ghana. That is a more detailed and broader research on university-community relations should be conducted on other universities in Ghana. Also there are opportunities for more comprehensive studies on the how to measure the impact of partnership projects between communities and universities.

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5.6 Appendices

Appendix 1 – Sample Consent Form for Respondents

Ashesi University College
Department of Business Administration
Dissertation Informed Consent Form

Study Title: Exploring Business Partnerships between Ashesi and the Berekuso Community

Researcher: Samuel Asenso Kumi

Supervisor: Dr. Edgar Cooke

Purpose of study: This study seeks to explore how partnerships between Ashesi and the Berekuso Community can help transform the nature of doing business in Berekuso.

I will like to ask your permission to voluntarily be part of this research.

Your participation in this will be kept anonymous. You are thus free to be part of this activity and also free to opt out or end your participation at any moment during the activity without any consequences.

The only risk associated with taking part in this study is the few minutes of your time that will be taken while responding to questionnaires or being interviewed. Apart from this risk there is not physical or mental harm associated with taking part in this research.

There are no extrinsic benefits for participating in this study however it will be rewarding to know that you contribute to a good course that will serve as a foundation for further research in this area of study.

If you have any questions, you may direct them to me via email at samuel.kumi@ashesi.edu.gh or by phone on 0266863339.

Please indicate that you agree to be part of this study by providing your signature below:

.....

For further information you can also contact my supervisor by email at ecooke@ashesi.edu.gh

“This research protocol has been reviewed and approved by the Ashesi University Human Subjects Review Committee. If you have any questions about the approval process please contact the Chair, Ashesi University HSCR (irb@ashesi.edu.gh)”.

Appendix 2 – Sample Questionnaire (Town Folks)

Ashesi University College
Department of Business Administration
Dissertation Questionnaire

Respondent Number #.....

Sex: Male ☐ Female ☐

Profile: Berekuso Indigene/Townfolk ☐

 Please tick one option only in each question

1. How long have you lived in Berekuso?

6 months – 1 year ☐ 2 – 3 years ☐ 4 – 5 years ☐ 6 years and above ☐

2. Do you know the name of the University in this community?

Yes ☐ No ☐ Do not know ☐

3. What is the name of the organization that painted the Berekuso Primary School recently?

Please provide your answer below:

4. Did you take part in the cleanup of Berekuso held last year?

Yes ☐ No ☐

5. Are you likely to participate in the future?

Yes ☐ No ☐ Do not know ☐

6. What are some of the programs you have heard being run by the University with the community?

.....

7. What type of employment/job are you currently engaged in?

- Self Employed ☐
- Employed by someone/company ☐ \Rightarrow Skip to Q9
- Not employed ☐ \Rightarrow Skip to Q12

8. How long have you run this business/enterprise?

- Under 6 months ☐ 1 year ☐ 2 years ☐ 3 years ☐ More than 3 years ☐

9. How do you come by business support or assistance for your business? Choose only those options that apply to you.

Knowledge from past experience	<input type="checkbox"/>
Learn from observing other businesses	<input type="checkbox"/>
Ask friends and other business owners	<input type="checkbox"/>
Read books and other electronic sources	<input type="checkbox"/>
Pay for consultancy services	<input type="checkbox"/>
Makes use of neither of the above sources	<input type="checkbox"/>

10. What kind of work/business are you engaged in?

.....

.....

11. What tasks/activities form part of your business operation/running?

.....

.....

.....

.....

12. What are the main goods or services produced at your place of work?
(Example: selling fish, teaching, farm produce)

.....

13. Have you ever thought about working in the University in the community?

Yes ☐ No ☐

14. Have you heard about any employment opportunities in the University in the Community?

Yes ☐ No ☐

15. What do you think about students offering practical business assistance to business owners in Berekuso?

- ☐ Very Relevant
☐ Somewhat Relevant
☐ Neutral
☐ Somewhat irrelevant
☐ Irrelevant

16. Score in the order of importance which contribution is the most significant in terms of support from the University to the Berekuso Community.

(Score: “1 for most significant”, “2 for somewhat significant”, “3 for cannot say” and “4 for not significant”)

- ☐ Educational support ☐ Water and Sanitation ☐ Employment opportunity
☐ Business support ☐ Infrastructure support ☐ Resource Sharing

17. What is your perception of the importance of Ashesi-Berekuso Partnership for development?

Strongly important	Somewhat important	Neutral	Somewhat unimportant	Strongly unimportant
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18. What are some of the challenges faced by people doing business in Berekuso?
Please provide at least there (3) problems. For example access to market

.....
.....
.....

19. If there are student projects that provide managerial assistance for businesses in the community will it be helpful to your business?

Yes ☐ No ☐ Do not know ☐

20. Will your business/enterprise benefit from any of the following service?

	Yes	No	Do not know
Book keeping skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial data analysis training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project management training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supply chain and procurement assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing and strategic branding training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New product development assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and human resource support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Will you be willing to pay for any of these services?

Yes ☐ No ☐

22. What are the most important problems you face in running your business activities?

- Insufficient financial resources ☐
- Insufficient quality of staff ☐
- Insufficient (personal) business expertise ☐
- Access to technology ☐
- Product development ☐
- Competition in the market ☐
- Other ☐ ⇒ Skip specify
(Specify).....

23. The University recently organized an event that had the primary school in Berekuso painted by students. Is this something you will love to see more often?

Yes ☐ No ☐ Do not know ☐

24. Do you think a partnership with between the University and Berekuso is necessary?

Yes ☐ No ☐ Do not know ☐

25. What are your hopes towards the Ashesi-Berekuso relationship?

.....

.....

.....

Thank you for taking part in this survey!

Appendix 3 – Sample Questionnaire (Faculty, Staff & Students)

Ashesi University College
Department of Business Administration
Dissertation Questionnaire

Respondent Number #.....

Sex: Male ☐ Female ☐

Profile: Student ☐ Faculty ☐ Staff ☐

 Please tick one option only in each question

26. Where do you currently reside?

.....

27. How long have you lived or commuted to work in Berekuso?

6 months – 1 year ☐ 2 – 3 years ☐ 4 – 5 years ☐ 6 years and above ☐

28. Did you take part in the cleanup of Berekuso held last year?

Yes ☐ No ☐

29. Are you likely to participate in the future?

Yes ☐ No ☐

30. What are some of the programs run by the University with the community? (list at least 2)

.....

31. Have you ever thought about residing permanently in the Berekuso community?

Yes ☐ No ☐

32. What do you think about students offering business assistance services to business owners in Berekuso to gain practical knowledge as well as provide support for businesses run in the community?

- ☐ Very Relevant
☐ Somewhat Relevant
☐ Neutral
☐ Somewhat irrelevant
☐ Irrelevant

33. Score in the order of importance which contribution is the most significant in terms of support from the University to the Berekuso Community.

(Score: “1 for most significant”, “2 for somewhat significant”, “3 for cannot say” and “4 for not significant”)

- ☐ Educational support ☐ Water and Sanitation ☐ Employment opportunity
☐ Business support ☐ Infrastructure support ☐ Resource Sharing

34. What is your perception of the importance of Ashesi-Berekuso Partnership?

Strongly important	Somewhat important	Neutral	Somewhat unimportant	Strongly unimportant
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35. What are some of the challenges you think are faced by people doing business in Berekuso? Please provide at least three (3) problems. For example access to market

.....

.....

.....

36. If there are student projects that provide managerial assistance for businesses in the community will it be helpful to business owners in Berekuso?

Yes ☐ No ☐

37. Do you think students' projects that provide any of these services will be beneficial to business in the Berekuso community?

	Yes	No	Do not know
Book keeping skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial data analysis training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project management training

Supply chain and procurement assistance ☐ ☐ ☐

Marketing and strategic branding training ☐ ☐ ☐

New product development assistance ☐ ☐ ☐

Web presence ☐ ☐ ☐

Leadership and human resource support ☐ ☐ ☐

38. Can these students' support services count towards fulfillment of the Ashesi Leadership 4 service learning project requirement?

Yes ☐ No ☐ Do not know ☐

39. Should beneficiaries of these students' support services pay for the services?

Yes ☐ No ☐ Do not know ☐

40. The University recently organized an event that had the primary school in Berekuso painted by students. Is this something you will love to see more often?

Yes ☐ No ☐

41. Do you think a partnership with between the University and Berekuso is necessary?

Yes ☐ No ☐

42. What are your hopes towards the Ashesi-Berekuso relationship?

.....

.....

.....

.....

.....

Thank you for taking part in this survey!

*Appendix 4 – Supplementary Tables**Table 5.4.1 Awareness of an Existing Partnership*

Awareness of an Existing Ashesi-Berekuso Partnership				
Town Folks				
Awareness Rating	Low (One Right answer)	Medium (Two right answers)	High (Three right answers)	Total Respondents
Respondents	4	5	11	20
Percentage	20.00%	25.00%	55.00%	100%

Table 5.4.2 Opinion on Contribution to Community

Perceived significant Contribution from school to community						
Responses	Educational Support	Business support	Water and Sanitation	Infrastructure support	Employment opportunity creation	Resource Sharing
Most significant	15	1	3	0	1	0
Somewhat significant	2	1	3	2	10	2
Cannot say	3	3	6	3	3	0
Not significant	0	7	2	5	3	1

Table 5.4.3 Willingness to pay (Town Folks)

Willingness to Pay for Students Business Support Services		
Response	Number of Response	Percentage
Yes	11	55.00%
No	9	45.00%
Total	20	100.00%

Table 5.4.4 Opinion about billing for Students Business Support Service

Faculty & Staff Opinion about billing Beneficiaries		
Response	Number of Responses	Percentage
Yes	4	28.57%
No	3	21.43%
Do not Know	7	50.00%
Total	14	100.00%

Table 5.4.5 Opinion about billing for Students Business Support Service

Students Opinion about billing Beneficiaries of Student Support Services		
Response	Number of Responses	Percentage
Yes	3	18.75%
No	8	50.00%
Do not Know	5	31.25%
Total	16	100.00%

Table 5.4.6 Faculty & Staff opinion about Students Business Support Services counting towards community service

Opinion about student business support services counting as fulfilling service learning requirement		
Response	Number of Responses	Percentage
Yes	9	64.29%
No	2	14.29%
Do not Know	3	21.43%
Total	14	100.00%

Table 5.4.7 Business Owners ratings about Students Business Support Services

Students Business Support Services and their ratings by Business Owners				
Response	Yes	No	Do not know	No answer
Book keeping skills training	15	3	0	0
Financial data analysis training	9	6	4	2
Project Management training	6	6	4	4
Supply chain and procurement assistance	6	7	3	5
Marketing and strategic branding training	11	4	3	3
New Product development assistance	6	5	5	5
Web Presence	3	7	4	6
Leadership and Human resource support	6	4	5	5